DOCUMENT RESUME

ED 327 964 EA 022 628

AUTHOR	Dunn, Kenneth J.; Frazier, Edmund R.
TITLE	Teaching Styles. Instructional Leadership Series.
INSTITUTION	National Association of Secondary School Principals, Reston, Va.
PUB DATE	90
NOTE	20p.; Series developed by the Committee of Professors of Secondary School Administration and Supervision (PSSAS).
AVAILABLE FROM	Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Code No. 2109010; $5.00 prepaid).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Education; Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; *Instructional Leadership; Principals; Public Education; School Effectiveness; Teacher Evaluation; *Teaching Methods; *Teaching Styles
IDENTIFIERS	National Association Secondary School Principals

ABSTRACT

Identification of teaching styles congruent with student learning styles to increase academic achievement is examined in this report. A literature review is followed by a discussion of the six elements of teaching style, which include instructional planning, teaching methods, teaching environment, teaching characteristics and classroom management, student evaluation techniques, and educational philosophy. The appendix contains a teaching style inventory based on the six elements to develop complementary student and teacher groupings. (30 references) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

PROFESSORS OF SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION (PSSAS)

INSTRUCTIONAL LEADERSHIP SERIES

TEACHING STYLES

KENNETH J. DUNN
EDMUND R. FRAZIER

ED327964

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Koerner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA022628

National Association of Secondary School Principals
1904 Association Drive, Reston, Virginia 22091

About the Authors

Kenneth J. Dunn is professor and coordinator of the Administration and Supervision Program, Queens College, City University of New York.

Edmund R. Frazier is assistant principal, Turtle Hook Junior High School, Uniondale, N.Y., and a doctoral candidate in instructional leadership at St. John's University, Jamaica, N.Y.

NASSP Executive Director: Timothy J. Dyer
Director of Research: James W. Keefe
Associate Executive Director, Editorial Director: Thomas F. Koerner
Associate Director of Publications: Carol A. Bruce

Copyright 1990
National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200

Introduction to the Series

The Instructional Leadership Series was developed by the Committee of Professors of Secondary School Administration and Supervision (PSSAS) of the National Association of Secondary School Principals to serve as a resource for professors engaged in preparing principals and other school administrators. It is not a curriculum guide, nor a text for instruction. Rather, it is a compilation of practical strategies and procedures that any professor may use in college courses and training sessions for aspiring or practicing school administrators.

Topics for this series were chosen by PSSAS Committee members, using a priority grid process, from among the range of subjects treated in NASSP's *Instructional Leadership Handbook* (Keefe and Jenkins, 1984).

All principals, and particularly middle and high school principals, feel the mounting expectation to serve as the instructional leaders of their schools. The education community, state and federal policymakers, and shifting community and board demands place matters of teaching and learning squarely on the principal's desk. Supervision, staff development, curriculum development, planning, and program evaluation are now indisputably the bailiwick of the principal. Teachers' instructional performance—and student outcomes—are shaped by the principal's leadership.

This perspective on the principal's growing importance and function shifts the sands of university courses, internships, textbooks, and other preparation experiences. College and university professors experience new demands on their teaching; demands to prepare principals with broader technical knowledge as well as with newly understood conceptual tools for leadership and pedagogical improvement. Inevitably, professors discover need for restructured courses, reconceived field-based experiences, and resources for retooling their work with current and future principals.

The Instructional Leadership Series responds to this need for newly conceived resources. It is the product of a multi-year project begun in 1986. The series modestly proposes to relay useful ideas to professors and others who are engaged in the education and development of principals. Although many of the units and ideas in the series are familiar, all are written with the principal's instructional leadership function in the forefront. Written and reviewed by other professors intimately involved in principal preparation, each unit in the series aims to assist professors in preparing men and women wise to the complexities and joys of the teaching-learning process.

James W. Keefe, NASSP director of research, served as designated reviewer of this manuscript.

The PSSAS Committee invites the reader to use the ideas and procedures in this unit. It is packaged to permit easy integration into existing practices and to encourage further reading and planning. The Committee welcomes suggestions from NASSP members and other users of the series for additional topics of interest.

1989–1990 COMMITTEE OF PROFESSORS OF SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

B. Dean Bowles, Committee Chairperson
Professor of Educational Administration
University of Wisconsin, Madison

Allen O. Leland
Chair, Education Department
California Lutheran University, Thousand Oaks

Marcia M. Norton
Professor and Chair
of Educational Administration
and Supervision
State University of New York at New Paltz

Leonard O. Pellicer
Professor of Education
University of South Carolina, Columbia

Kenneth St. Clair
Professor of Educational Administration
Oklahoma State University, Stillwater

James E. Sweeney
Professor, Educational Administration
Iowa State University, Ames

James Turley
Professor of Education
Rhode Island College, Providence

Paul E. McClanahan
Principal
Nitro High School
Nitro, W. Va.
Board Liaison

James W. Keefe
NASSP Director of Research
Committee Secretary

Teaching Styles

Student academic growth and improvement depends in great measure on developing teacher strengths in several critical areas that can be defined as teaching style. These elements are observable, measurable, and controllable by individual teachers with the support and encouragement of their instructional supervisors. Self-evaluation is the ultimate clinical supervisory technique. When an individual takes control of improving his or her teaching, success is much more likely.

A growing body of research addresses the question of how matching learning and teaching styles affects student cognitive outcomes and student satisfaction with different educational processes (Renzulli and Smith, 1984). These studies can be classified into two types: those that propose to match students with teachers based on personality traits; and those that focus on various instructional strategies and their responsiveness to differing student characteristics (Renzulli and Smith, 1984). Research has documented that when students' learning styles are congruent with teaching strategies, increased academic achievement is realized (Cafferty, 1980; Dunn, Beaudry, and Klavas, 1989).

Professors who work with prospective principals have intensified their interest during the past decade in styles of teaching that focus on learning improvement. Coursework in supervision has shifted from judgmental checklists toward evaluative approaches that examine the interactions between teachers and students and the effects on student learning. Movement toward clinical or developmental supervision has resulted in such promising programs as peer evaluation, self-improvement, and team supervision.

Evaluation forms in the past seemed to focus on superficial observations rather than self-improvement and personal growth strategies. Indeed, many current forms still utilize outdated critiera, checklists, and rating scales. These instruments inspire fear and resentment. Any group of teachers that has been subjected to these forms can cite verbal and written assessments that have little to do with teaching effectiveness. These subjective and often irrelevant comments have an effect directly counter to the observer's objectives:

"You're too outspoken."
"The window shades were not even."
"Your hair was messy."
"The students were out of their seats."
"Lack of rapport with students."
"Bulletin boards too busy."
"The seats should be in rows."
"Your plan book wasn't open."

An emphasis on teaching styles is a movement away from these outdated practices.

Definitions of Style

Teaching style definitions vary along a continuum from narrow listings of specific behaviors at one end, to global personality characteristics on the other (Kleine, 1984).

For example, Fischer and Fischer (1979) defined teaching style as "a pervasive way of approaching the learners that might be consistent with several methods of teaching" (p. 251). Some examples of different teaching styles from the Fischer model include being task oriented, a cooperative planner, child centered, learning centered, subject centered, and emotionally exciting.

In contrast, Dacey (1976) described teaching style as cohesive behavior consisting of five important factors: goals, leadership role, expectations, self-image, and directness of influence. In another vein, Gregorc (1979) warned that "teaching style is more than a methodology. It places subjective demands upon the learner who may or may not have the abilities to match such demands" (p. 236).

In this regard, professors may wish to explore in some depth the concept of models of teaching (Joyce and Weil, 1986). The categories and descriptors listed below provide a comprehensive, conceptual s mmary of the vast array of teaching approaches in use throughout the nation. Joyce and Weil talk in terms of four families of teaching models.

1. *Information processing approaches,* which include concept attainment, thinking inductively, inquiry training, expository teaching, a developmental model, and a science inquiry model;

2. *Personal approaches,* which include nondirective teaching, synectics (developing creativity), awareness training, and the classroom meeting;

3. *Social approaches,* which include group investigation, role playing, jurisprudential inquiry, T-

Group training, and social science inquiry; and

4. *Behavioral systems approaches*, which include behavior modification, programmed instruction, mastery learning, and direct instruction.

Joyce and Weil point out that the "learner does the learning" and that teachers should avoid making two basic mistakes: "The first is to assume that a model of teaching is a fixed, unadaptive formula for teaching that should be employed rigidly for best results. The second is to assume that each learner has a fixed style of learning that is unlikely to change or grow" (p. 435).

Dunn and Dunn (1977) define teaching style as consisting of eight major classifications: instructional planning, teaching methods, student grouping, room design, teaching environment, evaluating techniques, educational philosophy, and instructional characteristics. These eight factors combine over time to form a teacher's particular style, which differentially affects students learning in different settings. This concept of teaching style produces a profile of teacher characteristics ranging from favoring recitation and drill, to a whole class approach, to individualized instruction.

A less well-known aspect of the style matching principle is that teachers also have styles through which they prefer to teach (Gregorc and Ward, 1977; Entwistle, 1981), and that these styles affect student achievement (Cafferty, 1980; Heikkinen, Pettigrew, and Zakrajsek, 1985; Mehdikhani, 1980).

Researchers have investigated alternative approaches to teaching, such as cooperative learning (Slavin, 1989), social learning, information processing strategies, and behavior analyses. In addition, the process-product studies of the 1970s devoted considerable attention to identifying instructional behaviors that contribute to effective teaching. Various ways have been suggested to use these conceptualizations to accommodate different learning styles.

Several doctorial dissertations (Adams, 1983; Ostoyee, 1988; and Smith, 1988) have employed the Dunn and Dunn *Teaching Style Inventory* (Dunn and Dunn, 1977). Professors who teach courses that deal with supervision, evaluation, teaching approaches, and learning differences may wish to introduce students to this Inventory. (See the Appendix.) It can offer administrators in training a practical approach for measuring teaching styles in relation to individual learning styles. Additional research may modify this conceptual framework during the 1990s. At the present time, however, the model comprises six major elements of teaching style. We will discuss each of these below.

1. *Instructional Planning*

Instructional planning includes the elements of diagnosis and prescription for each student or group of students (Dunn and Dunn, 1977). Diagnosis is concerned with each student's ability, developmental characteristics, learning history, interests, and learning style. Prescription includes student advisement, goal setting, instructional objectives, and placement (Keefe, 1987).

Peterson, Marx, and Clark (1978) reviewed a number of teacher planning models which described this element as a process of diagnosing learner characteristics, selecting objectives, and selecting instructional and management strategies. Other research findings indicate, however, that teachers primarily focus on tasks or activities in the classroom, not on instructional objectives (Peterson, Marx, and Clark, 1978; Shavelson and Stern, 1981). Planning is an integral component of the overall teaching process, a criterion for teacher effectiveness (McGreal, 1983), and a component of many teacher evaluation systems.

2. *Teaching Methods*

Teaching methods and techniques generally describe the instructor's behavior in the classroom—the way he or she utilizes various resources, interacts with students, and employs basic approaches to teaching and learning. Major methodologies include lecture, inquiry, gaming/simulation, instructional modules, and contracting (Baily, 1984). Since the advent of individualization, teaching methods also include the specific materials that enable youngsters to work independently (Dunn and Dunn, 1977).

Many classroom teaching style classification systems are based on the premise that teachers do not all teach alike and that classroom teaching styles are not all equally effective (Baily, 1984). Baily asserts that "classroom teaching methods are distinct and distinguishable" (p. 19).

Much of the research on specific instructional strategies and methodologies reveals complex relationships between them and student achievement (Rosenshine and Furst, 1963; Medley, 1977). Efforts have been made to synthesize the research

findings on instructional methods from such theoretical models as those of Leinhardt (1978, 1980) to prescriptive models of direct instruction (Rosenshine, 1979) and mastery learning (Anderson and Block, 1977). Cafferty (1980) and Copenhaver (1979) have shown direct relationships among teaching style, learning style, and student achievement or attitudes.

Recent research has demonstrated statistically higher achievement when student learning styles are complemented by appropriate instructional methodologies (Dunn, 1983; Dunn, Beaudry, and Klavas, 1989; Dunn and Griggs, 1988) and environmental variables (Dunn, 1987). The choices made by individual teachers have a direct impact on student attitudes, motivation, and achievement.

3. *Teaching Environment*

Research also demonstrates that when the learning/teaching environment is matched with student instructional preferences, academic achievement increases (Dunn, Beaudry, and Klavas, 1989). Environments conducive to affective learning can be created in any classroom by an industrious or imaginative teacher (Alcorn, Kinder, and Schunert, 1970). A teacher's personal experiences can provide the starting point for such variations as different seating arrangements, learning stations, and other room modifications. The teaching environment, in the most general sense, encompasses instructional stations and centers, furniture arrangements, and provisions for mobility and nutritional needs (Dunn and Dunn, 1977).

- *Student grouping* (3.1) may occur in small groups, pairs, large groups, flexible groupings, individually, and for one-to-one tutoring. Different youngsters respond to different types of interactions and activities.

- *Room design* (3.2) characterizes the ways in which a teacher divides, decorates, and designs learning areas. The various types of furniture arrangements, "offices," work areas, etc., and how they modify the instructional environment are included in this element.

- The *teaching environment* (3.3) includes time schedules, learning activities and resources, and provisions for student mobility and intake.

4. *Evaluation Techniques*

A dimension common to many teaching paradigms (cooperative learning, information processing, nondirective teaching, and behavioral approaches) is evaluation of student progress. Teacher evaluation of student achievement is not limited to test scores, but incorporates other information acquired in many ways (Weingand, 1971). Evaluation techniques include formative and summative testing, observations, performance assessments, and self-evaluation (Dunn and Dunn, 1977; Keefe, 1987).

5. *Teaching Characteristics and Classroom Management*

Teaching characteristics are defined as the values and standards a teacher holds and the operational approaches he or she uses to transmit them. The degree of flexibility, the elements of learning stressed, and the amount of direction given to students are teaching characteristics that result in different classroom management approaches.

Classroom management strategies popularized during the past decade range from the instruction/organization models of Hunter, Evertson, and Brophy, to the interactive/interpersonal theories of Rogers, to Carter's behavioristic/punishment methods (Jones, 1982). Jones comments:

> *By becoming familiar with the various approaches to management and the associated beliefs concerning such issues as human development, motivation, and learning, teachers can begin to clarify their own goals and values concerning classroom management. Teachers will soon realize that one approach cannot answer all their problems and that the sequence of methods they employ will be influenced by their own personal values and professional beliefs (p. 55).*

Classroom management involves the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur (Duke, 1982). Instructing students in rules and procedures, monitoring student compliance with rules, communicating information, organizing instruction, and developing a student study ethic are teacher behaviors associated with classroom management (Evertson and Emmer, 1982).

6. *Educational Philosophy*

Educational philosophy is included as a factor of teaching style on the assumption that all teachers possess certain beliefs about education that underlie their instructional approaches (Zahorik, 1986). These beliefs involve value decisions that affect style. One's personal philosophy, for example, colors one's attitudes toward programs like open education, student-centered curriculum, and basic skills approaches.

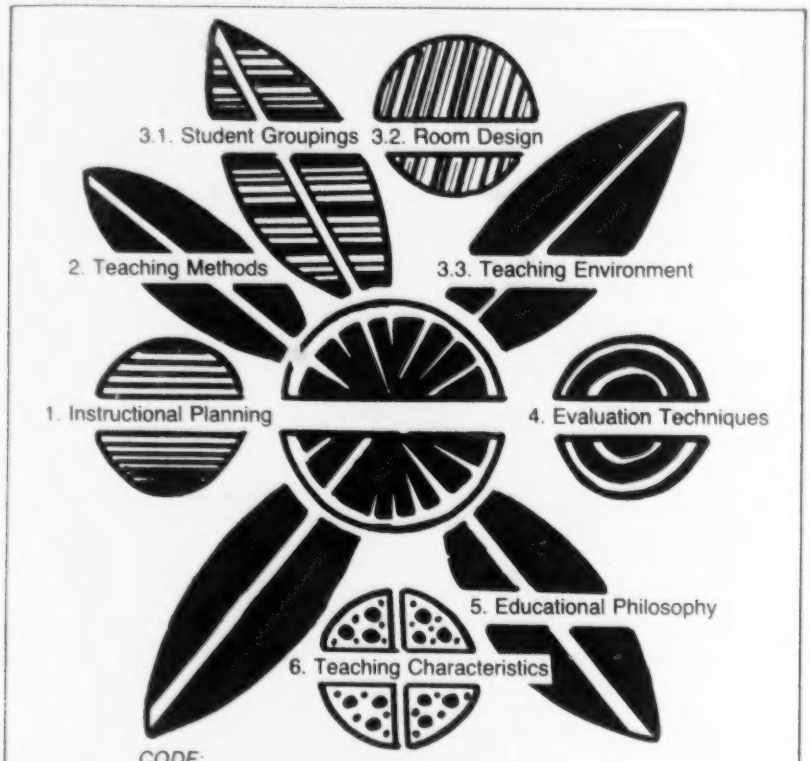
Teachers' beliefs center more on the individual learner than their actual classroom behavior betrays, as measured by the first five elements of the *Teaching Style Inventory* (including 3.1, 3.2, and 3.3). These elements are the very foundation of self-assessment, personal objectives, and self-growth. (See Appendix.)

Appendix

The Teaching Style Inventory

Rita Dunn and Kenneth Dunn

The following instrument may be used to reveal each faculty member's actual teaching style at the time it is administered, and should serve as the first step toward the eventual matching of teachers and students.



CODE:

Never:	0 times per year
Rarely:	up to 6 times per year
Occasionally:	2 to 4 times per month
Frequently:	2 to 3 times per week
Always:	4 or 5 times per week or more

TEACHING STYLE INVENTORY:
An Instrument To Identify the Way in Which a Teacher Actually Functions so as to Form Groupings on the Basis of Complementary Student and Teacher Styles

Question 1: *Instructional Planning*

Directions:
Circle the number that best describes how often you use each of the following planning techniques.

	Never	Rarely	Occasionally	Frequently	Always
a) Diagnosis and prescription for each student	1	2	3	4	5
b) Whole class lessons	5	4	3	2	1
c) Contracts, learning activity packages, or instructional packages	1	2	3	4	5
d) Creative activities with student options	1	2	3	4	5
e) Programmed materials or drill assignments	1	2	3	4	5
f) Small-group assignments	1	2	3	4	5
g) Task cards or games	1	2	3	4	5
h) Objectives	1	2	3	4	5
i) Peer tutoring or team learning	1	2	3	4	5
j) Role playing or simulations	1	2	3	4	5
k) Brainstorming or circles of knowledge	1	2	3	4	5

Question 2: *Teaching Methods*

Directions:
Circle the number that best describes how often you use each of the following teaching methods.

	Never	Rarely	Occasionally	Frequently	Always
a) Lecture (whole class)	5	4	3	2	1
b) Teacher demonstration	5	4	3	2	1
c) Small groups (3-8)	1	2	3	4	5
d) Media (films, tapes, etc.)	1	2	3	4	5
e) Class discussion (question-answer)	5	4	3	2	1
f) Individualized (diagnosis and prescription for each student)	1	2	3	4	5

Question 3: *Teaching Environment*

3.1: *Student Groupings*

Directions:
Circle the number that best describes how often you use each of the following types of groupings.

	Never	Rarely	Occasionally	Frequently	Always
a) Several small groups (3-8 students)	1	2	3	4	5
b) Pairs (2 students)	1	2	3	4	5
c) Independent study assignments (student works alone)	1	2	3	4	5
d) One-to-one interactions with teacher	1	2	3	4	5
e) Two or more of the above groupings at one time	1	2	3	4	5
f) One large group (entire class)	5	4	3	2	1

Question 3.2: *Room Design*

Directions:
Circle the number that best describes how often you use each of the following classroom designs.

	Never	Rarely	Occasionally	Frequently	Always
a) Rows of desks	5	4	3	2	1
b) Small groups of 3-8 students	1	2	3	4	5
c) Learning stations or interest centers	1	2	3	4	5
d) A variety of areas	1	2	3	4	5
e) Individual and small-group (2-4) alcoves, dens, "offices"	1	2	3	4	5
f) Three or more of the above arrangements at the same time	1	2	3	4	5

Question 3.3: *Teaching Environment*

Directions:
Circle the number that best describes your present instructional environment.

	Never	Rarely	Occasionally	Frequently	Always
a) Varied instructional areas are provided in the classroom for different, simultaneous activities	1	2	3	4	5
b) Nutritional intake is available for all students as needed	1	2	3	4	5
c) Instructional areas are designed for different groups that need to talk and interact	1	2	3	4	5
d) Varied time schedules are in use for individuals	1	2	3	4	5
e) Students are permitted to choose where they will sit and/or work	1	2	3	4	5
f) Many multisensory resources are available in the classroom for use by individuals and groups	1	2	3	4	5
g) Alternative arrangements are made for mobile, active, or overly talkative students	1	2	3	4	5

Question 4: *Evaluation Techniques*

Directions:

Circle the number that best describes how often you use each of the following evaluation techniques. I use:

	Never	Rarely	Occasionally	Frequently	Always
a) Observation by moving from group to group and among individuals	1	2	3	4	5
b) Teacher-made tests	1	2	3	4	5
c) Student self-assessment tests	1	2	3	4	5
d) Performance tests (demonstrations rather than written responses)	1	2	3	4	5
e) Criterion-referenced achievement tests* based on student self-selected, individual objectives	1	2	3	4	5
f) Criterion-referenced achievement tests* based on small-group objectives	1	2	3	4	5
g) Standardized achievement tests based on grade-level objectives	1	2	3	4	5
h) Criterion-referenced achievement tests* based on the individual student's potential	1	2	3	4	5

Question 5: *Teaching Characteristics and Classroom Management***

Directions:

Circle the number that best describes you as a teacher. I tend to be:

	Not At All	Not Very	Somewhat	Very	Extremely
a) Concerned with how students learn (learning style)	1	2	3	4	5
b) Prescriptive (with student options)	1	2	3	4	5
c) Demanding—with high expectations based on individual ability	1	2	3	4	5
d) Evaluative of students as they work	1	2	3	4	5
e) Concerned with how much students learn (grade level standards)	5	4	3	2	1
f) Concerned with what students learn (grade level curriculum)	5	4	3	2	1
g) Lesson plan oriented	5	4	3	2	1
h) Authoritative to reach group objectives	5	4	3	2	1

Question 6: *Educational Philosophy*

Directions:

Circle the number that best describes your attitude toward each of the following approaches and concepts.

	Strongly Disagree	Disagree	Undecided	Support	Strongly Support
a) Open education	1	2	3	4	5
b) Diagnostic-prescriptive teaching	1	2	3	4	5
c) Multiage groupings	1	2	3	4	5
d) Matched teaching and learning styles	1	2	3	4	5
e) Alternative education	1	2	3	4	5
f) Student-centered curriculum	1	2	3	4	5
g) Behavioral or performance objectives	1	2	3	4	5
h) Humanistic education	1	2	3	4	5
i) Independent study	1	2	3	4	5
j) Individualized instruction	1	2	3	4	5
k) Traditional education	5	4	3	2	1
l) Whole-group achievement	5	4	3	2	1
m) Grade-level standards	5	4	3	2	1
n) Teacher-dominated instruction	5	4	3	2	1

*Criterion-Referenced Achievement Tests: The questions on these tests are based directly on the objectives assigned to or selected by the students.

**When teachers respond that they are "concerned with how students learn," the inference is that they permit options in the learning environment because of their awareness of individual differences. An observer should be able to see students working alone, with a peer or two, or with the teacher; sitting on chairs or on carpeting; using self-selected resources of a multisensory nature (if available); mobile (if necessary and without disturbing others), etc.

When a teacher indicates that he or she tends to be "prescriptive" but permits some student options, observers should be able to locate written objectives that include selected choices.

"Evaluative" suggests that observers will be able to see the teacher moving among the students while checking their progress and questioning them.

"Concerned with . . . grade level curriculum" suggests that observers will see objectives, lessons, and/or assignments that tend to respond to a suggested or required grade level curriculum.

"Authoritative to reach group objectives" suggests that observers will see the identical objectives, lessons, and/or assignments for every student in the same class.

SCORING KEY

Questions 1 through 6 are weighted according to the relative importance of each item. Simply multiply the weight assigned to the technique by the number selected for the frequency.

Example:

1 a) Diagnosis and prescription for each student—3—Occasionally

Item	Weight		Frequency	Score
a	5	×	3	15

Complete each item and the total for each question. Then chart the totals on the Teaching Style Profile

WEIGHT KEY

5. Highly Individualized
4. Somewhat Individualized
3. Transitional
2. Somewhat Traditional
1. Traditional

1. Instructional Planning

Item	Weight × Frequency = Score
a	5
b	1
c	5
d	3
e	4
f	3
g	3
h	4
i	3
j	3
k	3
l	5

1: Total Score: ___

2. Teaching Methods

Item	Weight × Frequency = Score
a	1
b	2
c	3
d	3
e	2
f	5

2: Total Score ___

3.1 Student Groupings

Item	Weight × Frequency = Score
a	3
b	3
c	5
d	2
e	4
f	1

3.1: Total Score: ___

3.2 Room Design

Item	Weight × Frequency = Score
a	1
b	3
c	4
d	5
e	4
f	5

3.2: Total Score ___

3.3 Learning Environment

Item	Weight × Frequency = Score
a	5
b	4
c	4
d	5
e	4
f	4
g	4

3.3: Total Score: ____

4. Evaluation Techniques

Item	Weight × Frequency = Score
a	4
b	2
c	4
d	4
e	5
f	4
g	1
h	4

4: Total Score: ____

5 Teaching Characteristics

Item	Weight × Frequency = Score
a	4
b	5
c	4
d	3
e	1
f	1
g	1
h	1

5: Total Score: ____

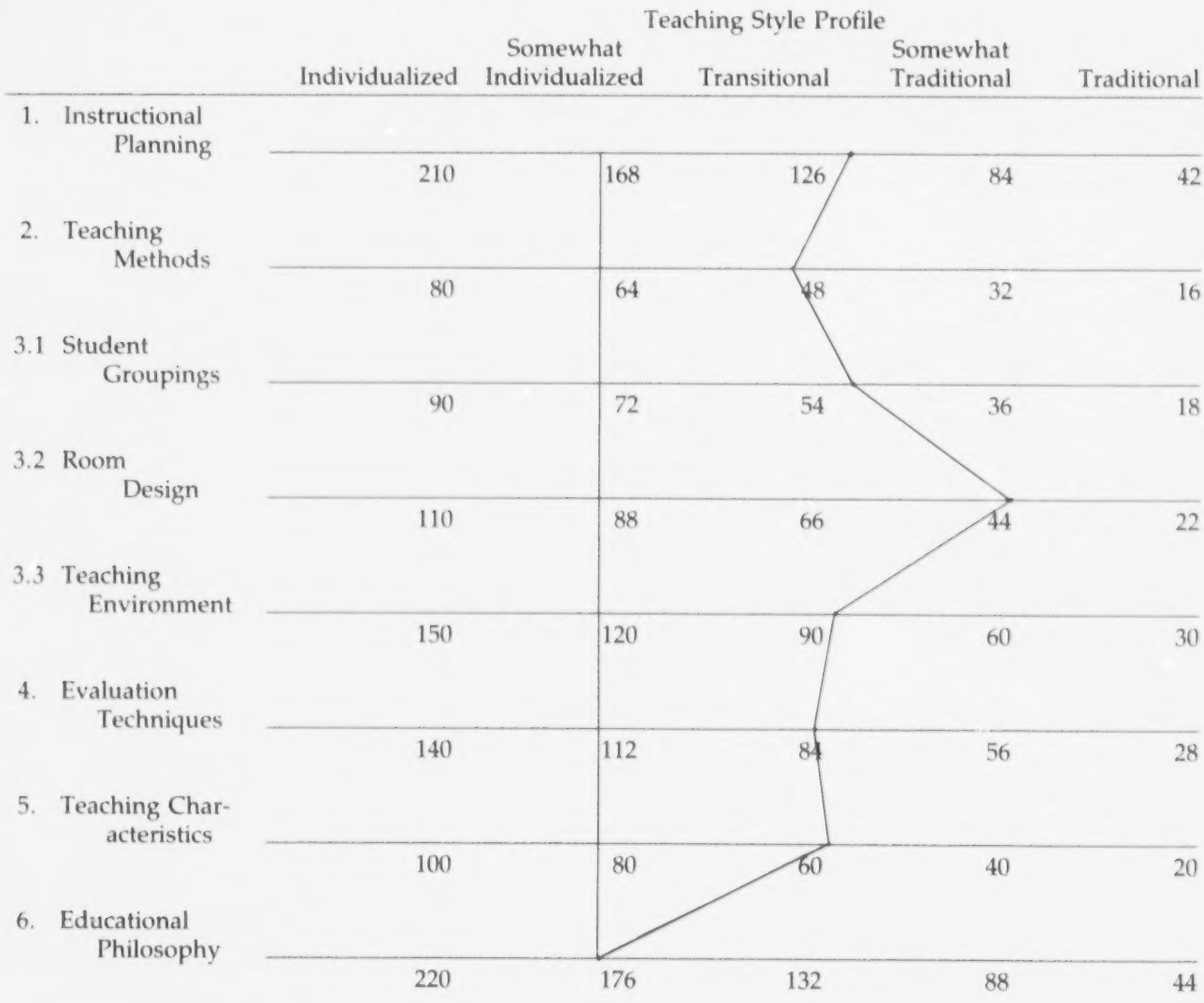
6. Educational Philosophy

Item	Weight × Frequency = Score
a	4
b	5
c	3
d	5
e	4
f	3
g	4
h	3
i	4
j	5
k	1
l	1
m	1
n	1

6: Total Score: ____

Profile 1

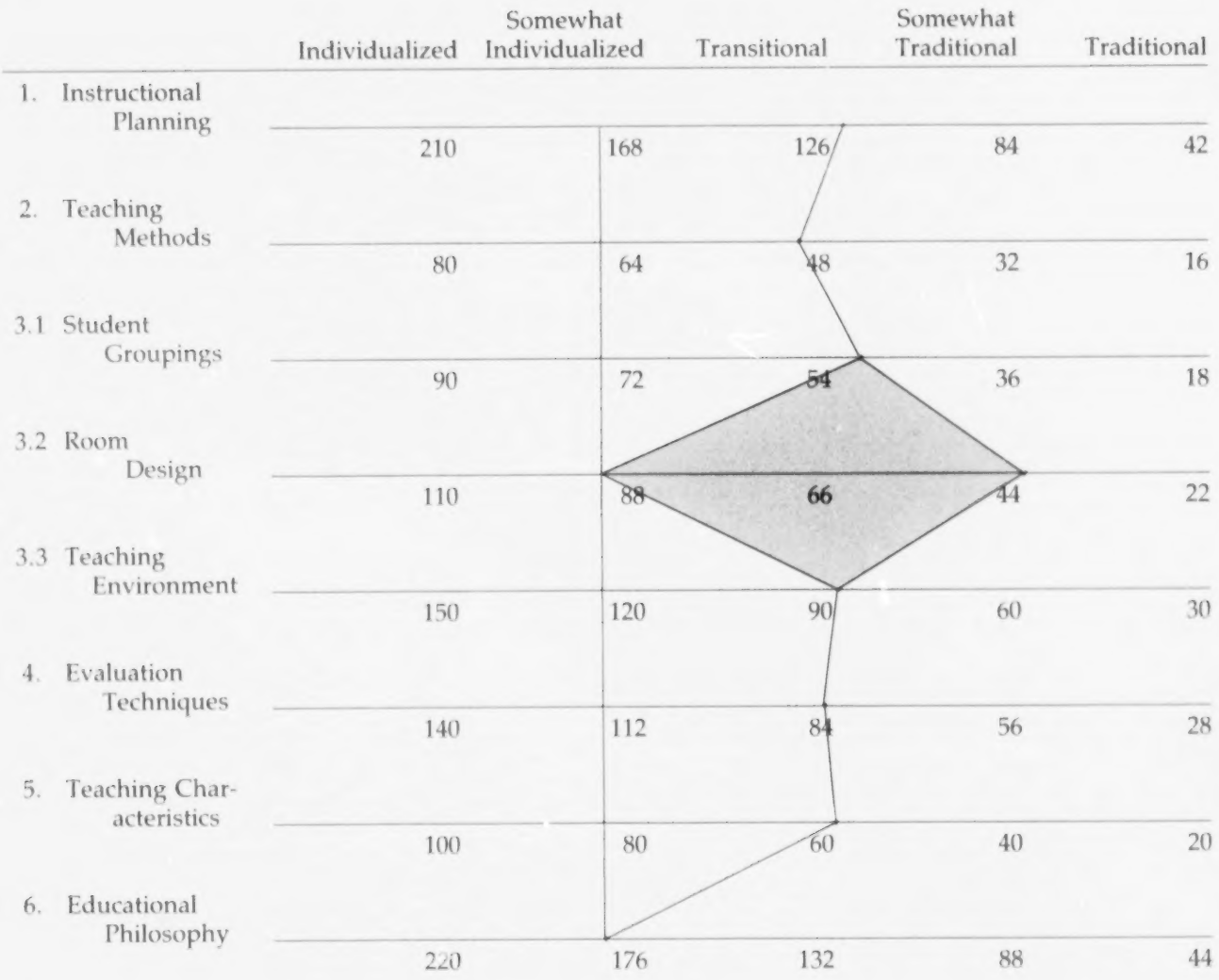
Note the "Total Score" that you obtained for each of the previous categories and make a dot on the corresponding line closest to the appropriate score.



After you have placed a dot on each line indicating the total score you obtained for each category, link each dot in succession. This chart will provide you with a graphic representation, or profile, of your present teaching style.

After completing your Teaching Style Profile, draw a perpendicular line from top to bottom through your *Philosophy* score, as shown in Profile 1—a typical profile.

Profile 2

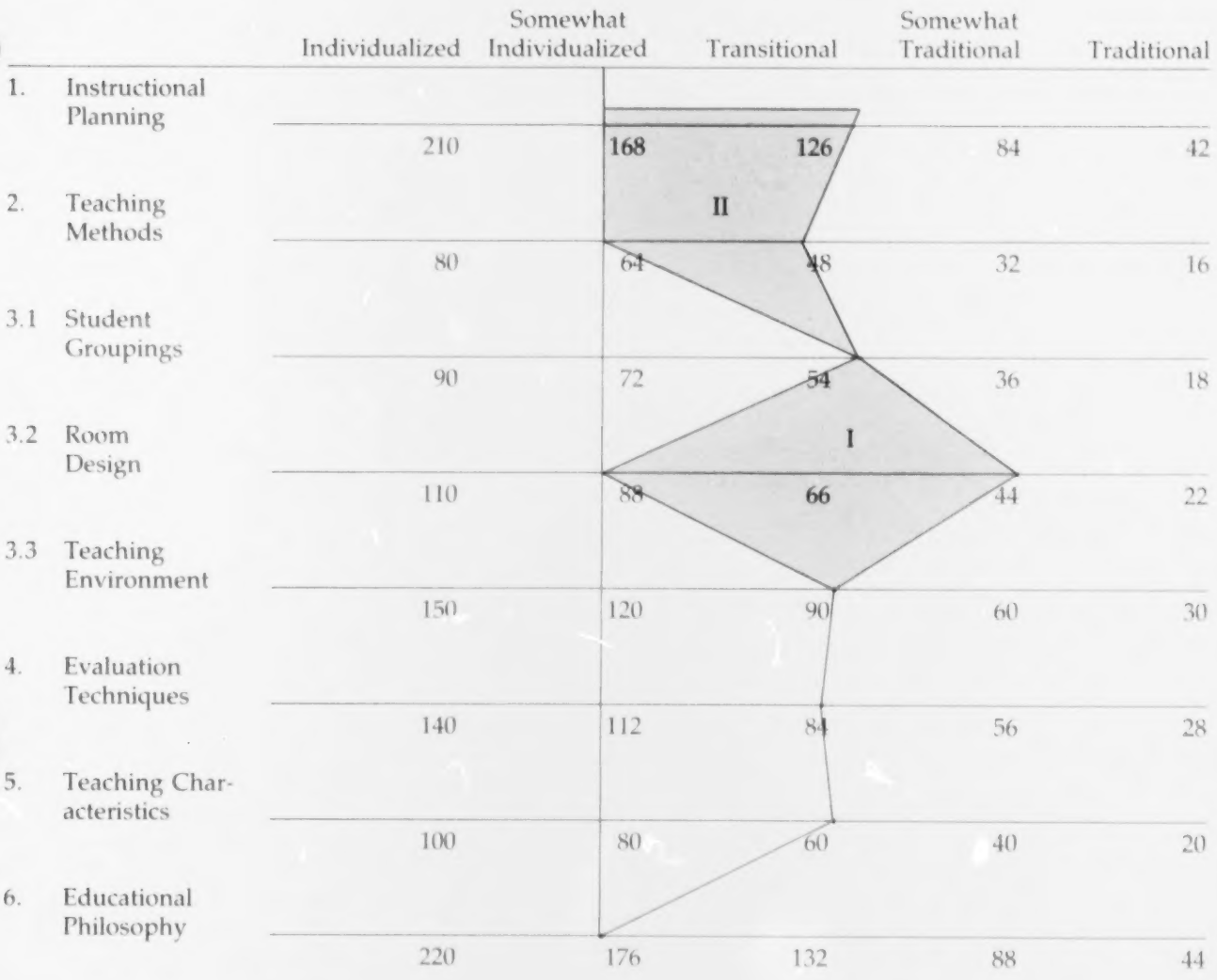


First Year — Room Design Objective

This teacher selected Room Design as an objective for the year. Her desire was to match her teaching style for that element with her philosophy. Her area of growth was shaded as shown once her goal was reached. See Worksheet 3.2 below to compare her frequency counts on the Teaching Style Inventory Room Design section for last year and this year.

15

Profile 3



Second Year — Planning & Methods Objectives

Note that as targeted areas came closer to her philosophy, several other elements (Groupings, Learning Environment and Characteristics) also began to move toward the left.

WorkSheet 3.2: Room Design

	Last Year					Now*				
	Weight		Frequency		Total	Weight		Frequency		Total
a) Rows of Desks	1	x	2	=	2	1	x	5	=	5
b) Small Groups	3	x	3	=	9	3	x	4	=	12
c) Learning Stations	4	x	2	=	8	4	x	4	=	16
d) Variety of Areas	5	x	2	=	10	5	x	4	=	20
e) Alcoves, "offices"	4	x	1	=	4	4	x	4	=	16
f) Three or more of the above at the same time	5	x	2	=	10	5	x	4	=	20
	TOTAL				43					89

*The teacher said "No" to Rows of Desks and gained 3 points; increased small groups from occasionally to frequently and gained 3 points; established learning stations and centers frequently instead of rarely and gained 8 points; created a variety of areas frequently as opposed to rarely and gained 10 points; designed alcoves, dens, "offices" frequently instead of never and gained 12 points; and established three or more of these arrangements frequently instead of rarely and gained 10 points—thus elevating her score from 43 to 89 to reach her objective. Her actual practice now was consistent with her philosophy.

The following year she elected to improve planning and teaching methods with the results reported on Profile 3.

Material in the Appendix reprinted from *Administrator's Guide to New Programs for Faculty Management and Evaluation*, by Rita Dunn and Kenneth J. Dunn. © 1977. Reprinted by permission of the publisher, Parker Publishing/A division of Simon & Schuster, Inc., West Nyack, N.Y.

References

Adams, J. F. "The Effects of the Satisfaction of Learning Style Preferences on Achievement, Attention, and Attitudes of Palm Beach Junior College Students." Doctoral dissertation, Florida Atlantic University, 1983.

Alcorn, J.; Kinder, J.; and Schunert, J. *Better Teaching in Secondary Schools*. New York: Holt, Rinehart and Winston, 1970.

Anderson, L., and Block, J. "Mastery Learning." In *Handbook on Teaching Educational Psychology*. New York: Academic Press, 1977.

Annotated Bibliography. Center for the Study of Learning and Teaching Styles. New York: St. John's University, 1989.

Baily, G. "An Evaluator's Guide to Diagnosing and Analyzing Teaching Style." *NASSP Bulletin*, February 1984.

Cafferty, E. "An Analysis of Student Performance Based upon the Degree of Match Between the Educational Cognitive Style of the Teachers and the Educational Cognitive Style of the Students." Doctoral dissertation, University of Nebraska. *Dissertation Abstracts International* 41(1980): 2908A.

Copenhaver, R. "The Consistency of Student Learning Styles as Students Move from English to Mathematics." Doctoral dissertation, Indiana University. *Dissertation Abstracts International* 40(1979): 3735A.

Dacey, J. *New Ways To Learn: The Psychology of Education*. Stamford, Conn.: Greylock Publishers, 1976.

Duke, D., ed. *Helping Teachers To Manage Classrooms*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1982.

Dunn, R. "Can Students Identify Their Own Learning Style?" *Educational Leadership* 5 (1983): 60-62.

Dunn, R.; Beaudry, J.; and Klavas, A. "Survey of Research on Learning Styles." *Educational Leadership* 6 (1989): 50-58.

Dunn, K., and Dunn, R. *Administrator's Guide to New Programs for Faculty Management and Evaluation*. New York: Parker Publishing Co., 1977.

———. *Teaching Students Through Their Individual Learning Styles: A Practical Approach*. Reston, Va.: Reston Publishing Co. (Division of Prentice-Hall), 1978.

Dunn, R., and Griggs, S. A. *Learning Styles: Quiet Revolution in American Schools*. Reston, Va.: National Association of Secondary School Principals, 1988.

Entwistle, N. *Styles of Learning and Teaching*. New York: John Wiley and Sons, 1981.

Evertson, C., and Emmer, E. "Preventive Classroom Management." In *Helping Teachers To Manage Classrooms*, edited by D. L. Duke. Alexandria, Va.: Association for Supervision and Curriculum Development, 1982.

Fischer, B., and Fischer, L. "Styles in Teaching and Learning." *Educational Leadership* 4 (1979): 245-54.

Gregorc, A. "Learning/Teaching Styles: Potent Forces Behind Them." *Educational Leadership* 4 (1979): 234-36.

Gregorc, A., and Ward, H. "Implications for Learning and Teaching—A New Definition for Individual." *NASSP Bulletin*, February 1977.

Heikkinen, M.; Pettigrew, F.; and Zakrajsek, D. "Learning Styles vs. Teaching Styles—Studying the Relationship." *NASSP Bulletin*, February 1985.

Jones, V. "Training Teachers To Be Effective Classroom Managers." In *Helping Teachers To Manage Classrooms*, edited by D. L. Duke. Alexandria, Va.: Association for Supervision and Curriculum Development, 1982.

Joyce B., and Weil, M. *Models of Teaching*, 3d ed. Englewood Cliffs, N.J.: Prentice-Hall, 1986.

Keefe, J. W. *Learning Style Theory and Practice*. Reston, Va.: National Association of Secondary School Principals, 1987.

———. "Personalized Education." In *Organizing for Learning: Toward the 21st Century*, edited by H. J. Walberg and J. J. Lane. Reston, Va.: National Association of Secondary School Principals, 1989.

Kleine, P. "Teaching Styles." In *Instructional Leadership Handbook*, edited by J. W. Keefe and J. M. Jenkins. Reston, Va.: National Association of Secondary School Principals, 1984.

Leinhardt, G. "Applying a Classroom Process Model to Instructional Evaluation." *Curriculum Inquiry* 2(1978): 155-76.

———. "Modeling and Measuring Educational Treatment in Evaluation." *Review of Educational Research* 2(1980): 393-420.

McGreal, T. *Successful Teacher Evaluation*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1983.

Medley, D. M. *Teacher Competence and Teacher Effectiveness*. Washington, D.C.: Americarr Association of Colleges for Teacher Effectiveness,

1977.

Mehdikhani, N. "The Relative Effects of Teacher Teaching Style, Teacher Learning Style, and Student Learning Style upon Academic Achievement." Doctoral dissertation, Catholic University of America, 1980.

Ostoyee, C. H. "The Effects of Teaching Style on Student Writing About Field Trips with Concrete Experiences." Doctoral dissertation, Columbia University, Teachers College. *Dissertation Abstracts International* 49(1988): 2916-A.

Peterson, P. L.; Marx, R.; and Clark, C. "Teacher Planning, Teacher Behavior, and Student Achievement." *American Educational Research Journal* 3(1978): 417-32.

Renzulli, J., and Smith, L. "Learning Style Preferences: A Practical Approach for Classroom Teachers." *Theory into Practice* 1(1984): 44-50.

Rosenshine, B. "Content, Time, and Direct Instruction." In *Research on Teaching: Concepts, Findings, and Implications*, edited by P. L. Peterson and H. J. Walberg. Berkeley, Calif.: McCutchan Publishing 1979.

Rosenshine, B., and Furst, N. "The Use of Direct Observation To Study Teaching." In *Second Handbook of Research on Teaching*, edited by R. M. W. Travers. Chicago: Rand McNally, 1973.

Shavelson, R., and Stern, P. "Research on Teacher's Pedagogical Thoughts, Judgments, Decisions, and Behaviors." *Review of Educational Research* 4(1981): 455-98.

Slavin, R. E. "Research on Cooperative Learning: Consensus and Controversy." *Educational Leadership* 4(1989): 52-54.

Smith, T. D. "An Assessment of the Self-Perceived Teaching Style of Three Ethnic Groups of Public School Teachers in Texas." Doctoral dissertation, East Texas State University, 1988.

Weingand, J. *Developing Teacher Competencies*. Englewood Cliffs, N.J.: Prentice-Hall, 1971.

Zahorik, J. A. "Let's Be Realistic About Flexibility in Teaching." *Educational Leadership* 2(1986): 50-51.

nassp
1904 Association Drive
Reston, Virginia 22091-1598